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ABSTRACT

This competency-based secondary learning guide on strengthening parenting skills is part of a series that are adaptations of guides developed for adult consumer and homemaking education programs. The guides provide students with experiences that help them learn to do the following: make decisions; use creative approaches to solve problems; establish personal goals; communicate effectively; and apply management skills to situations faced as an individual, family member, student, and worker. Each learning guide includes these sections: a general introduction and guidelines for using the material; a checklist for users for advance planning; introduction to the guide; specified competencies, with student outcomes/evaluations, definitions, key ideas, teacher strategies/methods, suggested student activities, sample assessments, and supplementary resources. Three competencies are addressed: explain the nurturing roles and responsibilities of parents; determine expectations in the physical, mental/intellectual, emotional, and social development of infants, toddlers, and preschoolers; describe ways to foster an infant's, toddler's, and preschooler's social, emotional, motor/physical, mental/intellectual, and language development; and identify procedures and precautions in providing a safe, healthful, comfortable environment for infants, toddlers, and preschoolers. Thirteen supplements contain information and activity sheets on the following: parenting attitudes, developmental expectations, what you can do for your child, safety hazards, and immunization. A bibliography contains 29 items. (YLB)

1

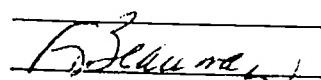
Strengthening Parenting Skills: Infants, Toddlers, and Preschool

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PROJECT CONNECT SECONDARY GUIDE FOR CONSUMER & HOMEMAKING EDUCATION

Illinois State Board of Education
Department of Adult, Vocational and Technical Education
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of 1990

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TABLE OF CONTENTS

General Guidelines/Checklist for Users	2
Introduction	4
Competency One	5
Explain the nurturing roles and responsibilities of parents.	
Competency Two	14
Determine expectations in the physical, mental/intellectual, emotional, and social development of infants, toddlers, and preschoolers.	
Competency Three	29
Describe ways to foster an infant's, toddler's, and preschooler's social, emotional, motor/physical, mental/intellectual, and language development.	
Competency Four	36
Identify procedures and precautions in providing a safe, healthful, comfortable environment for infants, toddlers, and preschoolers.	
Bibliography	46

General Guidelines

The terms "teacher" and "student" are used throughout to describe the instructor and participants.

STRATEGIES (for teachers) and ACTIVITIES (for students) as stated in the guide are not always parallel to the numbering system.

Teachers need to carry out preassessment activities to determine level of student competency. Previous work or educational experiences may be such that the teacher will choose not to do some of the competencies.

Key to Symbols – The following symbols are used throughout the guides to designate enhancement activities:

-  related basic skills, giving particular attention to language arts and mathematics
-  related decision-making and problem-solving skills, including the application and transferability of these skills to personal, family, and work responsibilities to be demonstrated
-  enrichment activities according to student abilities and experiences
-  interrelationship of concepts to personal, family, and work
-  influence of technology on the subject matter, application of knowledge, and related work
-  pre- and/or posttest assessment activities

Checklist for Users

Before addressing any of the competencies, the teacher should check in advance to see what materials or preparations are needed.

Competency #1 – Explain the nurturing roles and responsibilities of parents.

- _____ Find out who your students are and their background experiences. This may take more than one conference or session (or use an information form).
- _____ Have students complete the sample checklist "How Do You Feel About Being a Parent" (Supplement 1) to identify feelings of students. Select only those items you feel apply.
- _____ Collect needed magazines such as *Parenting* and *Child*, and/or pictures to be used in activities such as
 - selecting pictures depicting parenting roles.
 - selecting pictures depicting responsible parenting.
- _____ Prepare a checklist of characteristics of a responsible parent.
- _____ Collect newspaper articles illustrating examples of responsible and irresponsible parenting.
- _____ Duplicate the list of things a child needs (Supplement 2).
- _____ Provide a format for each student to take home for writing a "Help Wanted Ad" (Supplement 3).

Competency #2 – Determine expectations in the physical, mental/intellectual, emotional, and social development of infants, toddlers, and preschoolers.

- Provide magazines (such as *American Baby* and *Parents*) for students to find pictures of children at different stages and categories of development.
- Determine if duplicate copies are needed for Supplements 4, 5, 6, and 7.

Competency #3 – Describe ways to foster an infant's, toddler's, and preschooler's social, emotional, motor/physical, mental/intellectual, and language development.

- Determine if duplicate copies of Supplement 8 are needed.
- Have references on hand to refer to for case studies and other examples needed—for example, *The Developing Child* (Brisbane, 1985, 1994).
- Prepare case studies of toddler actions and parent reactions for students to critique.
- May need to provide students with pictures of or actual household items or toys that a child could play with to foster development.
- Collect pictures depicting appropriate items used to simulate physical, mental/intellectual, and social development.
- Provide items to students for creating a mobile if they cannot provide their own.
- Determine if supplies need to be provided for students to make their own toy.

Competency #4 – Identify procedures and precautions in providing a safe, healthful, comfortable environment for infants, toddlers, and preschoolers.

- Consider inviting a pediatrician or other medical personnel to discuss immunizations.
- Prepare and duplicate a "Take Home Checklist on Poisons," a "Home Safety Checklist," or handout information on specific topics such as safe cribs. Invite a school nurse or emergency room nurse to talk about safety.
- Prepare a display of safety devices.
- Prepare a bulletin board showing common child accidents.
- Collect newspaper accounts of child injuries for discussion.
- Collect pictures of nutritious foods that help children grow.
- Bring in toys or collect pictures to evaluate.
- Bring in children's garments for students to evaluate.
- Provide catalogs for students to find pictures of toys.
- Duplicate Supplements 9, 10, and 11 if desired.
- Prepare a display of harmful drugs and lotions.
- Compile a directory of support services in the area.
- Duplicate Supplements 12 and 13 for information on immunizations.

Introduction

According to Brisbane (1994), "Being a parent means having a constant concern for the present and future welfare of another human being" (p. 49). Similarly, Wehlage (1994) believes that "Parents are the most important influence on a child's life" (p. 6). How well parents assume their responsibilities has an enormous effect on the development of a child's body and mind.

As children grow from babyhood to adulthood, there are distinct periods such as preschool years, grade school years, the adolescent stage, and so on. Each of these periods involve different responsibilities and obligations on the part of the parent.

The goal of parenting has been described as helping children develop in normal ways through all the ages and stages so they are physically, intellectually, emotionally, and socially ready to meet life's challenges when they set out on their own (Westlake & Westlake, 1990).

"Parenting is a process—the process of caring for children and helping them grow and learn" (Brisbane, 1994, p. 60). Parenting requires a knowledge of children and an understanding of the stages of development and the activities appropriate for those stages. It also requires understanding, patience, love, and respect. Some of this can be learned in classes or by reading and some through experience.

Parenting requires taking care of children in all the ways that children need. It means meeting children's physical needs (such as food, clothing, rest, care, and a safe environment), mental needs (such as helping the child to learn), and social needs (such as providing love, affection, and a sense of security).

A parent's primary role during infancy and preschool stages is to provide the positive development of a child's self-concept (how they perceive and feel about themselves). The emotional well-being of children for the rest of their lives is affected by the love and self-worth developed and given to them early in life by their parent(s).

Parents are usually the role models of the people children would like to be when they grow up. It is important that parents set a good example for the child. If parents are mature, well-adjusted persons, the child has a good chance of becoming such a person also.

How positive children feel about themselves is influenced by how parents act and respond to them, by letting the children know they really love them.

A parent may need to be reminded that every baby is an individual with a unique personality and distinctive and special qualities (Rothenberg, Hitchcock, Harrison, & Graham, 1983).

COMPETENCY ONE

Explain the Nurturing Roles and Responsibilities of Parents.

Student Outcomes

- Given a series of pictures, indicate the roles being performed by the figure (e.g., empathy, teaching, discipline, love, and acceptance).
- Differentiate between responsible and irresponsible characteristics in parenting.
- Given a list of children's needs, describe ways to provide or meet those needs.

Key Ideas

Becoming a parent involves learning a new role, undergoing many changes, accepting new responsibilities, and experiencing new emotions (Rothenberg et al., 1983).

The goal of parenting is to raise a happy, healthy child who will develop into a responsible, contributing adult (*Life Skills*, 1988).

A parent's primary role during the infant, toddler, and preschool years is to provide for all the child's needs and wants and to help the child grow.

It is important for parents to provide not only a child's basic physical needs but also the child's emotional needs including love and self-worth.

Babies will feel safe, secure, and loved when they know someone will be there to take care of all their needs (Rothenberg et al., 1983).

One of the most important responsibilities of a caregiver is to keep a child safe.

Parenting is a great challenge and a long-term commitment, but it can also be a most fulfilling and rewarding experience (*Life Skills*, 1988).

Definitions

infant	- a child from birth to one year old
toddler	- a child aged one to three years old
preschool	- a child aged four to five years old
parenting	- loving and caring for children; helping them to grow; providing support, care, and love in a way that leads to the total development of the child
parenthood	- having children
nurturing	- loving care, attention, and encouragement that builds up a child's self-esteem
loving	- a warm attachment and feeling for someone
caring	- to watch over and attend to
self-esteem	- how we feel about ourselves
physical needs	- food, water, clothing, shelter, rest, and care
emotional needs	- love, encouragement, and affection
psychological	- mental well-being and a sense of worth
social needs	- relationships with others; sense of security
roles of parents	- protector, caregiver, provider, counselor, manager
caregiver	- someone responsible for providing care for children
responsibilities	- obligations and duties; parents accept responsibility for their child's physical needs, and provide guidance and a nurturing climate for the child

Responsible Parents Provide . . .

- *mature role models* (examples of how people live and act).
- *a nurturing environment* (love and support).
- *a secure environment* (physical needs for food, clothing, shelter, medical care, and safety).
- *a stimulating environment* (opportunities to learn through interaction with people and things).
(Johnson, 1994)

Teacher Strategies/Methods

1. At the beginning of the session, the teacher may do a K-W-L activity. Students list what they *know* about parenting and what they *want* to know about parenting. At the end of the session, have the students list what they *learned* about parenting.

2. As a preassessment of students' parenting skills, ask students, "If people had to have a license to practice parenting, what requirements would there be?"

3. Use Supplement 1, "How Do You Feel About Being a Parent," to identify feelings of students. Select only those items deemed appropriate.

4. Reinforce what is included in each of the need categories (i.e., physical, emotional, psychological, and social) and how these are met. Have the class brainstorm a list.

5. Discuss the concept of responsible and irresponsible parenting. These can be compared and contrasted by using current and real-life examples from newspaper articles. Review things parents provide (see Key Ideas).

Emphasize that anything parents do to detract from helping children to become independent and responsible adults might be considered irresponsible parenting (Westlake & Westlake, 1990, p. 34). Discuss neglect, rejection, and child abuse as extremes of irresponsible parenting.

6. Ask students to identify ten things every child needs. This might be duplicated for a handout or a transparency. (See Supplement 2 and Key Ideas.) This also relates to Competency 3.

7. A "Help Wanted Ad" format for a parent is provided in Supplement 3. Duplicate it for students for Activity 1. Before doing Activity 1, the various sections will need to be discussed, including the following:

- Salary—how much does it cost to send a child through school?
- Qualifications—what does a parent do (e.g., change diapers, fix toys, answer questions)?
- Fringe benefits—what are some of the warm feelings one can experience?



8. Clues about students' feelings, values, and needs can be obtained by having students complete statements such as

- "I think I would like being a parent because"
- "I don't think I would like being a parent because"
- "I could be a good parent if"
- "The three most important qualities a parent should have are"

9. The teacher may want to examine students' feelings. Discussion questions might include the following:

- What kind of parent would you like to be?
- What would you like most about being a parent?
- What makes you feel good about yourself?

10. Assign each student to interview a parent. Questions might include the following:

- What roles do you play as a parent?
- What makes a good parent?
- What do you wish you had known before becoming a parent?
- As a parent, how are you alike/different from your own parents?
- What do you wish your child knew about being a parent?

11. Some discussion starters that can be used include pictures, questions, and check sheets. *Pictures* could be cartoons or pictures which can depict myths, humor, problems, and joys. *Questions* can be utilized such as "What factors influence a person's readiness to become a parent?" "What skills are necessary for good parenting?" and "Do children have rights?" *Check sheets* can be developed for reacting to problems and concerns.

12. Reinforce the idea that parents need to adapt parenting skills to each stage of a child's development (Brisbane, 1994, p. 60). Discuss how parenting skills might be adapted as a child develops through the infant, toddler, and preschooler stages.

Suggested Student Activities

1. Write a "Help Wanted Ad" for a parent including qualities required, skills needed, time needed, salary, and fringe benefits. (See Supplement 3.)

Points to make: The job of parenting is day and night, seven days a week, 365 days a year. The job of parenting requires knowledge about children and their development; skills to meet children's needs; personal qualities such as patience, love, understanding, and respect; and for the parent to pay for all of the child's needs. ☐ ☑ ☒

2. Identify someone in your life that has served in a parenting role. Ask them what they did in this role.

Points to make: Many people other than the mother or father can parent. Parenting roles provide guidance, feelings of security, protection, care, and the meeting of needs. ☒

3. Make a collage or collect pictures from magazines which depict responsible parenting.

Points to make: Parents are responsible for providing their child with the following:

- food (appropriate nutrition for age)
- clothing (appropriate for age and weather conditions)
- rest/sleep (appropriate for age)
- a safe environment (free of dangers)
- nurturing (love, affection, shelter)
- support (self-worth, self-esteem)
- encouragement (to learn)
- guidance (to do the right thing)
- good health (medical care/treatment) ☐

4. Collect articles illustrating the consequences of irresponsible parenting (e.g., neglect, rejection, child abuse). Discuss the need not met in each case.

5. Identify ten things that every baby needs (i.e., physical, emotional, mental/intellectual, and social).

For example, every child needs . . .

food	health care	shelter
clothing	clean, safe environment	safety
rest/sleep	to be around people (social interaction)	love
affection	things to do	comfort
protection	things to look at	warmth
encouragement	water	

(See Supplement 2 and Key Ideas). ☐

6. Identify five things that a parent could do or give a child at any time to make the child feel good about himself/herself. The following are examples:

smile	throw a kiss	kiss
happy face	pat on the head	rub
attention	scratch back gently	caress
hold hands	say "I love you"	squeeze
rub noses	say "I'm proud of you"	sing
look at	cuddle	
a soft touch	hug	

Sample Assessments

Knowledge

1. Using pictures depicting parenting roles and responsible parenting, have students correctly list roles performed by the figure depicted (e.g., empathy, teaching, discipline, love, and acceptance).
2. Given a list of infants', toddlers', and preschoolers' needs, describe two ways of meeting each of those needs.

Application

1. Create a criteria for "License for Parents" in which the student describes the role of parents. Students should include criteria such as providing a child with a
 - mature role model (examples of how people live and act).
 - nurturing environment (love and support).
 - secure environment (physical needs met for clothing, shelter, medical care, and safety).
 - stimulating environment (learning through healthy interaction with people and things).
2. In groups, role play a parent-child situation portraying both the responsible parent and the irresponsible parent. Role playing might be videotaped and discussed or evaluated by the entire class. As a class, create a list of characteristics of a responsible parent.
3. Divide the class into groups to research needs of children in a selected age group such as
 - an infant
 - physical needs
 - mental/intellectual needs
 - social needs
 - a toddler
 - physical needs
 - mental/intellectual needs
 - social needs
 - a preschooler
 - physical needs
 - mental/intellectual needs
 - social needs

Create a list of ways a parent could meet the needs of a child of the selected age group.

Supplementary Resources

Books

- Allen, K., & Marotz, L. (1994). *Developmental profiles: Prebirth to eight* (2nd ed.). Albany, NY: Delmar Publishers, Inc., 3 Columbia Circle, P.O. Box 15015, Albany, NY 12212-5015. (800) 347-7707.
- Decker, C. (1990). *Children: The early years*. South Holland, IL: Goodheart-Willcox.
- Dombro, A., & Bryan, P. (1993). *Sharing the caring: How to find the right child care and make it work for you and your child*. New York: Fireside/Simon & Schuster.
- Starer, D. (1993). *Who to call: The parent's source book*. New York: William Morrow.

Articles

- Guarendi, R. (1994, October). 5 parenting myths. *Sesame Street Parents*, pp. 16-18.
- Lamb, Y. (1994, September). The sleep wars. *Child*, pp. 106-109, 111.

Curriculum Guides

- Parenting*. (n.d.). Available from Instructional Materials Laboratory, 2136 Industrial Drive., Columbia, MO 65202. (800) 669-2465.

Booklets

- About parenting* (1994 ed.) and *About single parenting* (1993 ed.). Scriptographic booklets available from Channing L. Bete Co., Inc., 200 State Road, South Deerfield, MA 01373-0200. (800) 628-7733.

- Amundson, K. (1990). *Parenting skills: Bringing out the best in your child*. A bestselling booklet available from the American Association of School Administrators, 1801 N. Moore Street, Arlington, VA 22209-9985. (703) 528-5840.

The following booklets are available from the National Association for the Education of Young Children, 1509 16th Street, NW, Washington, DC 20036-1426. (800) 424-2460:

- *Off to a sound start: Your baby's first year*
- *Toys: Tools for learning*
- *Media violence and children: A guide for parenting*
- *Beginner's bibliography—1991* (annotated list of resources about young children)

Videos

- Harms, T., & Cryer, D. (1991). *Raising America's children*. A series of 10 videos available from Delmar Publishers, Inc., 3 Columbia Circle, P.O. Box 15015, Albany, NY 12212-5015. (800) 347-7707.

- Parenthood: Choices and challenges*. (1993). A 31-minute video available from Sunburst Communications, 39 Washington Avenue, P.O. Box 40, Pleasantville, NY 10570-0040. (800) 431-1934. Purchase price: \$189.00.

- Positive parenting*. (n.d.). A 60-minute video available from Cambridge Parenting, P.O. Box 2153, Dept. PA6, Charleston, WV 25328-2153. (800) 468-4227. Purchase price: \$39.95.

SUPPLEMENT 1

Student Activity Sheet

How Do You Feel About Being a Parent?

DIRECTIONS: Place an "X" in the space provided to indicate your answer for each item listed.

	Agree	Disagree	Not Sure
1. Caring for children is a tedious and boring job.			
2. A good reason for having children is that they can help when parents are too old to work.			
3. Married couples would be happier if they did not have any children.			
4. It is only natural to want children.			
5. A couple ought to think seriously about the inconveniences caused by children before they have any.			
6. Having children around is a great mental strain.			
7. Having children makes a stronger bond between husband and wife.			
8. One of the highest purposes of life is to have children.			
9. It is the parents' fault if their children are not successful in life.			
10. Children can limit you in what you can do and where you can go.			
11. A young couple is not fully accepted in the community until they have children.			
12. After becoming a parent, a person is less likely to behave immorally.			
13. One of the things a couple should think about when deciding to have children is whether or not they can afford it.			
14. Having children can cause many disagreements and problems between husband and wife.			
15. One of the best things about having children is that you are never lonely.			
16. Raising children is a heavy financial burden.			
17. When you have children, you have to give up a lot of things that you enjoy.			
18. Before having a child, a couple should consider whether it would interfere with the wife's work.			

Adapted from Clark, L. (1988). The cost and values of American children (Teaching module). In *Family Life and Parenting Education* (p. 5). Nashville: Tennessee Department of Education.

SUPPLEMENT 2

THINGS A CHILD NEEDS:

Love
Comfort
Safety/Protection
Food/Water
Sleep
Clothing
Shelter
To Be Clean
To Be Around People
Things To Look at and Do
Things and People To Hear

WHAT A PARENT CAN DO:

Smile often at the child.
Touch the child gently.
Hold the child during feeding.
Talk nicely to the child.
Feed the child.
Change the child's clothes when wet or dirty.
Cuddle the child.
Sing softly to the child.
Rock the child softly.
Go to the child when he/she cries.
Keep the child away from danger.
Copy the sounds the child makes and make words from the sounds.
Gently stretch and help the child move his/her arms and legs while dressing.
Keep the child warm and comfortable.
Give the child objects to touch, suck, hear, and watch. Be sure that objects have no sharp edges or small parts.

DO NOT:

**FORCE FEED A CHILD
HIT A CHILD
IGNORE A CHILD**

SUPPLEMENT 3

Help Wanted Ad

JOB TITLE: Parent

HOURS:

SALARY:

QUALIFICATIONS:

RETIREMENT BENEFITS:

OTHER FRINGE BENEFITS:

16

COMPETENCY TWO

Determine Expectations in the Physical, Mental/Intellectual, Emotional, and Social Development of Infants, Toddlers, and Preschoolers.

Student Outcomes

- Using the chart provided, identify where a child is developmentally.
- Using the chart provided, identify expectations of a child at different ages and stages.
- Give examples of how preschoolers communicate, how they behave, and how parents respond.

Key Ideas

All children grow and develop differently. Siblings are not alike and parents should not compare child to child.

A child's development is a natural process and therefore cannot be pushed or sped up.

All babies follow the same general patterns of development but at different paces. Regular medical checkups can assure the parent that the child is progressing normally.

A parent should not expect exact forms of early language. Language can be strengthened when the parent interprets and responds to what the child is trying to say.

Definitions

- | | |
|---------------------------------|---|
| social development | – involves getting along with others and accepting new responsibilities (Wehlage, 1994, p. 190) OR relationships |
| emotional development | – involves learning about self and feelings (Brisbane, 1994, p. 288) OR feelings |
| motor/physical development | – skills which involve the control and use of large muscles (such as walking) or small muscles (such as holding a spoon) (Brisbane, 1985) or the use and coordination of the different parts of the body |
| mental/intellectual development | – the use of mental skills (learning about himself/herself depends on the responsiveness of the caregiver) |
| language development | – the maturation and coordination of the throat muscles, tongue, lips, teeth, and larynx; to understand and use words (Brisbane, 1985). (In this competency, language development is not addressed but it is a part of mental development.) |
| developmental tasks | – behavior characteristics of a given age |

Developmental Tasks of Infants and Toddlers

- Developing good eating and sleeping habits.
- Becoming aware of what the body can do.
- Learning about elimination of bodily wastes.
- Learning to relate to others.
- Learning to experience and express feelings.
- Developing self-awareness.

Developmental Tasks of the Preschool Child

Task one: Developing health daily routines.

Task two: Developing physical skills.

Task three: Learning through expanded experiences and more effective communication.

Task four: Learning to express feelings and control actions.

Task five: Being an active member of the family.

Task six: Strengthening self-concept while becoming more independent. (Wehlage, 1994, p. 205)

Teacher Strategies/Methods

1. Distinguish between an infant, a toddler, and a preschooler.
2. Distinguish between growth (measurable change in size) and development (increase in physical, mental/intellectual, emotional, or social skills).
3. Define types of development (physical, mental/intellectual, emotional, and social). (See Definitions.) List examples of each type of development.
4. Use a checklist to determine how much the student or parent is aware of a child's development and to determine whether a child is characteristically infant or toddler age. (See Supplement 4).
5. Emphasize that a child's development is sequential and that developmental tasks may not coincide exactly with the child's age.
6. Provide magazines such as *American Baby* or *Parents*. Have students find pictures of children at different stages of development (e.g., baby holding up his/her head, baby sitting alone, baby being fed). The student could be asked to arrange pictures in developmental order.

Suggested Student Activities

1. Using the chart provided, have students discuss expectations of children's development. (See Supplement 6.)
2. Have students view the picture chart of ages (to understand expectations and developmental progress of a child). (See Supplement 5.)
3. Have students find pictures from magazines of children at different ages and stages of development (one each for physical, mental/intellectual, emotional, and social development).
4. Have students visit a nursery school or daycare facility to see how infants, toddlers, and preschoolers communicate (e.g., how an infant would communicate when hungry). The teacher may vary the activity by having students give examples of children's behavior and how they respond. The students can then exchange ideas on how they handle specific situations.
5. Using the developmental chart, pick out five changes related to physical, mental/intellectual, and social development that occur in a child during the first five years of life. (See Supplement 6.)
6. Using Supplement 7, "Toys-Developmental Expectations," identify how different aged children would use items listed.



Sample Assessments

Knowledge

1. On index cards, write profiles of an infant, a toddler, and a preschooler (one profile per card). Include physical, mental/intellectual, emotional, and social characteristics. Give each card a number. Circulate the cards among students and have each student identify on his/her own paper which age (infant, toddler, or preschooler) is described on each card.
2. Use Supplement 4 to create a list of developmental characteristics of infants, toddlers, and preschoolers. Mix up the list. Have students match with 80% accuracy which characteristics best describe infants, toddlers, and preschoolers.
3. List two examples of (1) how preschoolers communicate, (2) how they behave, and (3) how parents respond.
4. Complete "Sequential Development Quiz" (next 2 pages) to measure knowledge of physical development of children from birth to 18 months.

Application

As a group, collect childhood (infant, toddler, and/or preschool) photographs of familiar people willing to cooperate (e.g., class members, teachers). Identify developmental characteristics of each person portrayed, and identify the age of the person. This might be an idea for a bulletin board or library display.

Sequential Development Quiz

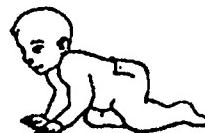
DIRECTIONS: For each child sketched below, identify the approximate age in months, and the order of physical development.



Walk alone

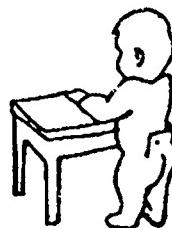


Chest up



Creep

A. _____ months B. _____ months C. _____ months



Stand holding furniture



Sit alone

D. _____ months E. _____ months

Order of physical development
(least developed = "1";
most advanced development = "5")

A. _____

B. _____

C. _____

D. _____

E. _____

Illustrations from Mawhinney, V. T., & Petersen, C. J. (1986). *Child development: Parenting and teaching*. Cincinnati, OH: South-Western.

Sequential Development Quiz

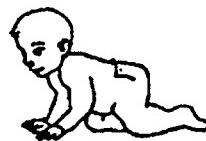
DIRECTIONS: For each child sketched below, identify the approximate age in months, and the order of physical development.



Walk alone

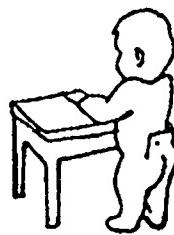


Chest up



Creep

A. 15 months B. 2 months C. 10 months



Stand holding furniture

D. 9 months E. 7 months



Sit alone

Order of physical development
(least developed = "1";
most advanced development = "5")

- A. 5
- B. 1
- C. 4
- D. 3
- E. 2

Illustrations from Mawhinney, V. T., & Petersen, C. J. (1986). *Child development: Parenting and teaching*. Cincinnati, OH: South-Western.

Supplementary Resources

Books

- Allen, K., & Marotz, L. (1994). *Developmental profiles: Prebirth to eight* (2nd ed.). Albany, NY: Delmar Publishers, Inc., 3 Columbia Circle, P.O. Box 15015, Albany, NY 12212-5015. (800) 347-7707.
- Decker, C. (1990). *Children: The early years*. South Holland, IL: Goodheart-Willcox.
- Kitzinger, S. (1994). *The year after childbirth: Surviving and enjoying the first year of motherhood*. New York: Scribner.
- Kobl, M. (1985). *Scribble cookies and other independent creative art experiences for young children*. Available from Gryphon House, P.O. Box 275, Mt. Rainier, MO 20712. (800) 638-0928.
- Miller, K. (1985). *Ages and stages: Developmental descriptions and activities, birth through eight years*. Available from Gryphon House, P.O. Box 275, Mt. Rainier, MO 20712. (800) 638-0928.
- Ryder, V. (1990). *Parents and their children*. South Holland, IL: Goodheart-Willcox.
- Wehlage, N. (1994). *Goals for living: Managing your resources*. South Holland, IL: Goodheart-Willcox.

Article

- Kitzinger, S. (1994, October). Your amazing infant. *Sesame Street Parents*, p. 36.

Booklets, Pamphlets

The following booklets/pamphlets are available from the National Committee To Prevent Child Abuse, 200 State Road, South Deerfield, MA 01373-0200. (800) 835-2671:

- About parenting*. (1992, May). A scriptographic publication.
- Cantwell, H. (1993, September). *Caring for your children*.
- Elmer, S. (1994). *Growth and development through parenting*.
- Gordon, T. (1993, August). *What every parent should know*.
- Greenspan, S. (1993, September). *Parent-child bonding: The development of intimacy*.
- Wilson, A. (1993, June). *Getting new parents off to a good start*.

Videos

A child grows: The first year of life (1993) (25 minutes) and *Toddlers: The second year of life* (1994) (26 minutes). Both videos available from The Learning Seed, 330 Telser Road, Lake Zurich, IL 60047. (800) 634-4941.

Child development: The first two years. (1993). Available from Educational Video Network, Inc., 140¹ 19th Street, Huntsville, TX 77340. (409) 295-5767.

Touchpoints. (1992). A series of 3 one-hour videos on 12 key child development issues parents face. (800) 437-2625.

Your newborn baby. (1985). A 45-minute video narrated by Joan Lunden. Available from J2 Communications, 10850 Wilshire Boulevard, Suite 100, Los Angeles, CA 90024. Purchase price: \$29.95.

Software

Beyond the beginning-Early childhood. (1992). Interactive 3-disk package for Apple, 48K, focuses on physical, mental/intellectual, emotional, and social development of children ages 18 months to five years. Uses developmental task charts and investigates various concepts and theories. Available from Opportunities for Learning, 941 Hickory Lane, P.O. Box 8103, Mansfield, OH 44901-8103. (419) 589-1700. Purchase price: \$120.00.

SUPPLEMENT 4

Developmental Checklist for Young Children

DIRECTIONS: Observe children of various ages and note what activities are characteristic of each age observed.

When you fill in the checklist, remember that each child develops at his/her own pace. The age listed on the checklist is the time when most children usually start the activity. If your child is not doing one activity at the age listed, there is probably no need to be concerned. However, if your child is late in doing several activities, you should discuss it with your child's doctor.

(For the child under two years old who was born prematurely, subtract the length of prematurity from his/her age. For example, if a two-month-old baby was born one month early, his/her development should be compared to a one-month-old baby.)

USUAL ACTIVITIES DURING . . .

1 Month

Able to raise head from surface when lying on tummy

4 Months

Holds a rattle for an extended period of time

Pays attention to someone's face in his/her direct line of vision

Laughs out loud

Moves arms and legs in energetic manner

Sits supported for short periods of time

Likes to be held and rocked

5 Months

Recognizes bottle and familiar faces

2 Months

Smiles and coos

Reaches for and holds objects

Rolls part way to side when lying on back

Stands firmly when held

Grunts and sighs

Stretches out arms to be picked up

3 Months

Eyes follow a moving object

Likes to play peek-a-boo

Able to hold head erect

Turns over from back to stomach

Grasps objects when placed in his/her hand

Turns toward sounds

Babbles

Sits with a little support (one hand bracing him/her)

Persistently reaches for objects out of reach

Listens to own voice

Crowls and squeals

Reaches for and grasps objects and brings them to mouth	10 Months
Holds, sucks, bites cookie or cracker and begins to bite	Able to pull self up at side of crib or playpen
	Can drink from a cup when it is held
7 Months	
Can transfer object from one hand to other	11 Months
Can sit for a few minutes without support	Can walk holding onto furniture, sides of crib, or playpen
Pats and smiles at image in mirror	Can find an object placed under another object
Creeps (pulling body with arms and leg kicks)	12 Months
Is shy at first with strangers	Waves bye-bye
8 Months	Can walk with one hand being held
Can sit steadily for about five minutes	Says two words besides "Ma Ma" and "Da Da"
Crawls on hands and knees	Enjoys some solid foods
Grasps things with thumb and first two fingers	Fingerfeeds self
Likes to be near parent	Likes to have an audience
9 Months	15 Months
Says "Ma Ma" or "Da Da"	Walks by self; stops creeping
Responds to name	Shows wants by pointing and gestures
Can stand for a short time holding on for support	Scribbles on paper after shown
Able to hit two objects together on his/her own	Begins using a spoon
Copies sounds	Cooperates with being dressed
	18 Months
	Can build a tower with three blocks
	Likes to climb and take things apart
	Can say six words
	Tries to put on shoes

Drinks from cup held in both hands	_____	Jumps lifting both feet off the ground	_____
Likes to help a parent	_____	Can build tower with nine blocks	_____
2 Years		4 Years	
Able to run	_____	Can repeat a simple six-word sentence	_____
Walks up and down using alternate feet	_____	Can wash hands and face without help	_____
Says at least fifty words	_____	Can copy a cross	_____
Sometimes uses two word sentences	_____	Can stand on one foot	_____
Points to objects in a book	_____	Can catch a tossed ball	_____
3 Years		5 Years	
Can repeat two numbers in a row	_____	Can follow three commands	_____
Knows his/her sex	_____	Can copy a square	_____
Dresses self except for buttoning	_____	Can skip	_____
Can copy a circle	_____		
Can follow two commands of on, under, or behind (stand on the rug)	_____		
Knows most parts of the body	_____		

Taken from *Parenting training curriculum* (Trainer's Manual). (1981). Springfield: Illinois Department of Children and Family Services.

SUPPLEMENT 5

Sequential Development



0 months
Fetal posture



1 month
Chin up



2 months
Chest up



3 months
Reach and miss



4 months
Sit with support



5 months
Grasp object
Sit on lap



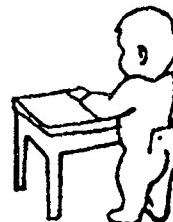
6 months
Grasp dangling object
Sit on high chair



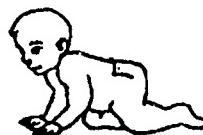
7 months
Sit alone



8 months
Stand with help



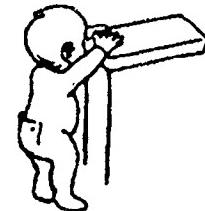
9 months
Stand holding
furniture



10 months
Creep



11 months
Walk when led



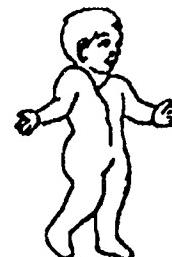
12 months
Pull to stand
by furniture



13 months
Climb stair steps



14 months
Stand alone



15 months
Walk alone

Taken from Mawhinney, V. T., & Petersen, C. J. (1986). *Child development: Parenting and teaching*. Cincinnati, OH: South-Western.

SUPPLEMENT 6

What To Expect from Your Child

	0-6 months	6 months - 1 Year	1-2 Years	2-3 Years	3-4 Years	4-5 Years
Physical	Fists closed Lifts head Hands and arms move in a jerky way Sucking thumbs and fingers Active reaching Uses hands to play Drooling Begins to laugh, gurgle, squeal, coo, and babble Almost crawls, rolls from stomach to back, and almost sits alone—still needs support Holds objects briefly	Begins teething Enjoys banging toys Sees object, reaches for it, mouths it, and looks at it Opens hands Sits alone Eats finger food Free rotation of wrists Pulls himself/herself up Stands with little support Begins to use index finger to point, poke, hook, and pull Crawling, creeping, sitting, and babbling	Able to build and knock down Turns book pages Climbs into, under, and up on Walks Throws, kicks, hits, and punches Turns doorknobs Scribbles (off page) Un螺丝 small lids Opens and closes things Rides wheeled kiddie car Some ability to come down slide Begins writing Unwinds toilet paper	Can jump off a step Begins to throw, catch, and bounce a ball Pedals tricycle Begins to hop Walks up and down stairs (one foot at a time) Copies circles and simple lines Cuts with scissors Strings beads Builds six block tower Runs and dances	Begins to balance on one foot Turns somersaults Begins to skip Winds up toy Holds pencil correctly Traces & long line Runs and jumps easily Completes basic toilet training Catches a large ball Uses spoon and fork Puts on shoes Feeds and dresses self Makes drawings	Hops on one foot Climbs and jumps well Throws a ball overhand Uses children's scissors Brushes own teeth and washes face and hands Skips Rides tricycle well Buttons own shirts and coats Enjoys playing running games Walks straight line Uses knife and fork Pours liquids
Mental/Intellectual	Cries to communicate Coos and babbles Forms sense of self Says "ba, da, ma" Discovers hands and feet Explores through eyes Stares at things Turns head at sound of voice Listens to noises	Imitates words, sounds, and actions Develops memory of important people and events Grabs any and all objects within reach Enjoys looking at pictures May sing along with music Begins to remember past events and actions Begins to recognize familiar people and words Looks for objects going out of sight (peek-a-boo) Curious and interested in exploring Enjoys mirror image	Imitates others (especially parents) Spends time jabbering Imitates sounds Uses gestures to make wants known Looks at books Points to individual pictures Shows or points to specific object when asked where it is Follows simple direction Repeats words and actions Can learn and then forgets Able to find things hidden under cups Knows where things are and where he/she left them Wants to know how to use things Able to stack blocks Begins to group things by size, color, and form Begins to use two word sentences	Can identify self by first name Removes unfastened clothing Unbuttons front buttons Removes pull-down pants Turns faucets on and off Washes hands Functions in present Interested in children's TV shows Uses objects in make-believe games Enjoys playing house Uses words to make requests Asks names of objects and repeats them Discovers how things work	Becomes easier to please Tells own sex, full name, and age Can tell number of family members Puts on shoes Dresses with help Knows about sizes and color Answers simple questions Asks a lot of questions Attention span increases Identifies objects in pictures Speaks five to six word sentences Learns to count	Understands time Repeats rhymes, songs Asks "why" and "how" Tries new games Can answer telephone Likes to use silly names Likes to tell stories Speech may be fast with some stuttering Tells address Names colors Makes decisions about what he/she should or should not wear Prints a few letters Has conversations Writes own name with practice Uses complete sentences almost all of the time Describes pictures well Counts to ten alone Asks a lot of questions Understands that there are different seasons and holidays

What To Expect from Your Child (cont.)

	0-6 months	6 months - 1 Year	1-2 Years	2-3 Years	3-4 Years	4-5 Years
Emotional	Expresses emotions with entire body Smiles back when smiled at Begins to recognize parents Develops trust of caregivers Responds positively to comfort; negatively to pain	Separation anxiety (fearful) Imitates and makes sounds for attention Will be affectionate Likes attention	Opinionated about likes and dislikes May develop some fears Interest is with the here and now Wants to do things for self (feeding and dressing) Is concerned with self May have anger outbursts Can be demanding—likes immediate responses to requests Says "no" for various reasons Becomes frustrated when he/she cannot accomplish a task Enjoys a routine—change is frustrating	Self-centered Likes immediate gratification Difficulty in waiting Displays jealousy May be afraid of dark Needs reassurance and approval May be aggressive	Plays make-believe Is more responsible for own actions Begins to think about others' feelings Occasional temper Aggressive Seeks parental approval Needs praise and encouragement when trying new things May be fearful of things Wants independence	Enjoys being read to Exaggerates things Often talks loudly Loves to tell stories Tells about feelings Feels confident Usually cooperative, happy, and agreeable May feel jealous Seeks praise and affection from parents
Social	Cries; quiets when comforted Smiles socially Visually interested in people More interested in people than toys Begins developing awareness of self as separate being Begins to recognize own name Tries to get attention of parent Babbles	Wants to interact with children May reach to be picked up Plays with toys for longer periods of time Increasing assertiveness and independence Negative reaction to unfamiliar people and places; afraid of strangers Imitation of parents and other family members Increasing interest in observing other children	Is self-centered and involved in own play Toys are more important than a child nearby Pushing, poking, and touching are ways of making contact Doesn't know how to make friends Enjoys company of parents Imitates adults doing adult activities Says "mine" and "no" Learns meaning of "no" Waves "bye-bye"	Has temper tantrums Wants independence ME is more important Difficulty in sharing Can play alone and in groups Is interested in peers	Plays alongside but not with others Begins to learn to share Wants a lot of adult attention Plays with imaginary friends Develops sense of self Begins using simple manners and grooming May learn to say "please" Enjoys tumbling, playing with other siblings and adults	Prefers to play with children their own age Gets along well in a small group Helps a younger sibling Enjoys playing at house Puts toys away Acts independently Learns fair play and sharing Makes friends easily Uses language with friends

Adapted from Rothenberg, B. A., et al. (1983). *Parentmaking: A practical handbook for teaching parent classes about babies and toddlers*. Menlo Park, CA: Banster Press.

Creative living (3rd ed.). (1985). Mission Hills, CA: Glencoe/McGraw-Hill

SUPPLEMENT 7



Toys—Developmental Expectations

DIRECTIONS: Pictured below are several common toys for young children and a list of ages for each toy. Identify what a child of the identified age would do with the toy.

1. Crayons

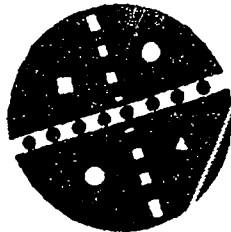


6 Months _____

1 Year _____

3 Years _____

2. Ball



6 Months _____

1 Year _____

3 Years _____

3. Stuffed Toys



6 Months _____

1 Year _____

3 Years _____

4. Book



6 Months _____

1 Year _____

3 Years _____

Adapted from *Sitting safely* (Worksheet No. 4). (1988). Gerber Products Company.

COMPETENCY THREE

● Describe Ways To Foster an Infant's, Toddler's, and Preschooler's Social, Emotional, Motor/Physical, Mental/Intellectual, and Language Development.

Student Outcomes

- Develop an understanding of the importance of responding to children and providing tactile, visual, and verbal stimulation as central to effective parenting.
- Determine appropriate skills and actions for children to learn at given stages of development.
- Identify appropriate examples for encouraging development in social, emotional, motor/physical, mental/intellectual, and language categories.

Definitions

● (See those listed in Competency Two.)

Key Ideas

Children will learn more from what they see than from what they hear. How parents and caregivers respond to children greatly impacts their development.

All babies need intellectual stimulation—sounds to hear, colors to look at, and things to do.

Babies learn more and faster when their parents or others answer their cries, smile at them, talk to them, and play with them.

Children up to two years of age think only of themselves.

Parents need to be aware that a child wants and needs more than he/she gives. However, a child gives smiles, hugs, and kisses.

Intelligence develops more rapidly before the age of three than at any other time of life.

Children have a natural eagerness to explore and learn which helps them to develop self-confidence and independence.

● Toddlers strive to become independent and have others accept them as they are (Decker, 1988).

Ways To Boost a Child's Self-Esteem

- Tell a child how special he/she is and that you love him/her.
- Give a child smiles, hugs, and kisses.
- Recognize positive things a child has done; praise and compliment the child.
- Spend time together; do activities together.
- Give a child choices.
- Encourage a child's curiosity and independence.
- Listen and respond to a child.
- Talk to and explain things to a child.
- Guide a child's behavior.
- Keep a child safe.
- Set a good example for a child.
- Provide a child with a positive environment.
- Help a child when necessary.
- Never hit a child.

A baby's means of communication is crying. A parent must learn the different cries.

Parents should guide a preschooler's behavior.

Children need to be taught and shown how parents want them to act.

Sometimes children misbehave to test a parent. An important part of caring for children is knowing how to set and maintain limits to guide their behavior.

By guiding a child's behavior, parents are telling a child

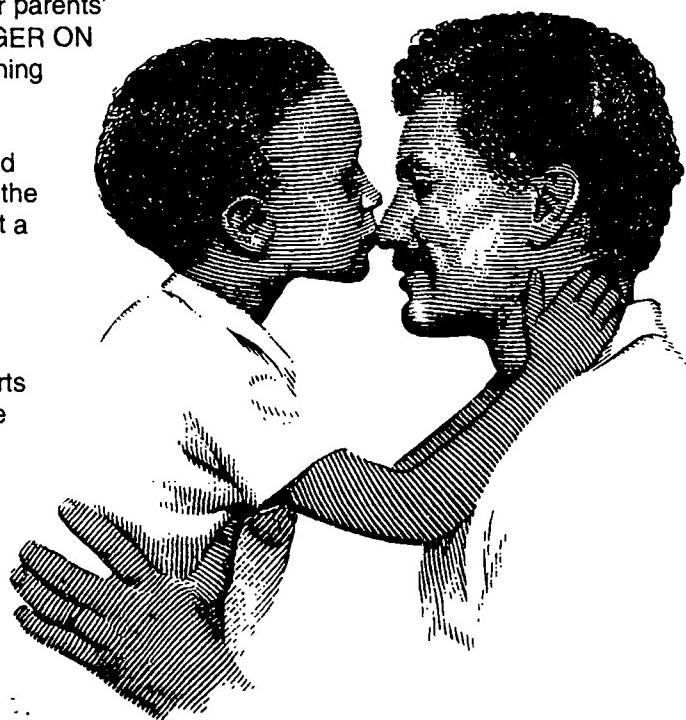
- the things they do not want the child to do.
- why they do not want the child to do it.
- the things they do want the child to do.
- why they want the child to do the other thing.
- they still love the child as a person. (Myers-Walls, n.d.)

Teacher Strategies/Methods

1. Reinforce the idea that nurturing helps a child develop.
2. Stress that time with a child does not have to be planned. A child can be included in many daily activities. Students might contribute examples like allowing a child to help with chores.
3. Reinforce the idea that children become more and more independent as they age and this means the parent's role changes. In their efforts to achieve independence, children may become stubborn or make mistakes. Children need guidance from adults.
4. Parents may experience negative feelings because of children's demands. Discuss these. Reinforce the idea that EVERYBODY feels this way sometimes. Parents must learn to handle their feelings and not let things get out of control. If a parent feels things are getting out of control, he/she should put the child in another room until the parent has calmed down, or call someone (e.g., mother, friend, or parents' hotline). IT IS NEVER ACCEPTABLE TO TAKE OUT ANGER ON A CHILD. Discipline and punishment are covered in Learning Guide 2.
5. Use the chart in Supplement 8 to help students understand what skills a child is ready to learn, to decide how to help the child learn, or simply to confirm that the child is growing at a normal pace.

Emphasize that such charts should only be used as a guideline to show developmental order and times when things happen. Children develop at their own rates. Charts are not intended to be all-inclusive but, rather, to stimulate thinking.

6. Create or locate case studies of toddlers' actions and parents' reactions. This can also be done with observations. Emphasis should be to stimulate positive reaction.



Examples of case studies are found in resources such as *The Developing Child* (Brisbane, 1985, 1994). (See Supplementary Resources.)

7. Use Activity 9 as a pre-/posttest.
8. Help students to recognize that at the preschool level, strength and coordination increases; therefore, preschoolers need room to run, jump, climb, throw balls, catch, hop, skip, and tumble.

Suggested Student Activities

1. Identify pictures of or bring in ten different household items or toys that a child could play with to foster the child's development. Examples include an unbreakable mirror or dolls for emotional development; puppets or tea cups for social development; drinking cup, spoon, or ball for motor/physical development; measuring cups and spoons or books for intellectual development; and play telephone, music, or clock ticking for language development. The teacher may expand the activity by having students make a toy for some child from common household items (e.g., bag puppets, sock dolls, or bean bags). 
2. Collect pictures from magazines which depict appropriate items that could stimulate a developing infant or child's social, emotional, motor/physical, mental/intellectual, or language development. For example, a telephone could be used to stimulate language development.
3. Construct a mobile out of household items that could be hung over an infant's crib. Have students verbalize the value of the particular items and mobile. Stress ease, low cost, and safety.   
4. Write down or tell five to ten ways to boost a child's self-esteem. 
5. Identify appropriate ways to respond to a child to encourage language development (or social, emotional, and so on). For example, babies cry to communicate; a caregiver's response to this crying will affect the child's emotional development.  
6. Observe toddlers and note development being displayed in activities such as throwing objects (motor) or sorting shapes (intellectual). 
7. Act out plots in which adult action could cause a child's loss of self-esteem and other actions which would develop self-esteem. For example, belittling comments or ignoring children could cause the loss of self-esteem. To develop self-esteem, give acceptance, encouragement, and love. References such as *The Developing Child* (Brisbane, 1985, 1994) have case plots that could be used. 
8. Have students indicate whether the following statements are true or false as related to guiding an infant's, toddler's, and preschooler's behavior:
 - Small babies act badly just to make you angry. (false)
 - A parent needs to babyproof a home as the child begins crawling. (true)
 - Children need opportunities to explore their environment. (true)
 - Children do not need the rules explained to them. (false)
 - It is never okay to take out anger on a child. (true)

Sample Assessments

Knowledge

1. List two reasons why each of the following is important to the development of a young child:
 - Tactile stimulation (touch)
 - Visual stimulation (sight)
 - Verbal stimulation (words)
2. List three appropriate skills/actions for
 - infants.
 - toddlers.
 - preschoolers.
3. Use pictures collected or objects displayed to correctly identify which are appropriate examples for encouraging
 - social development.
 - emotional development.
 - motor/physical development.
 - mental/intellectual development.
 - language development.

Explain how each action depicted (picture) or object displayed could foster an infant's, toddler's, or preschooler's development.

Application

1. In groups, or individually, plan a "Five Senses Day" for young children. Plan activities for fostering social, emotional, motor/physical, mental/intellectual, and language development through the five senses. Activities must include hearing, tasting, touching, smelling, and seeing. Activities planned must be appropriate, considering infants, toddlers, and preschoolers.
2. Collect articles of clothing in infant, toddler, and preschooler sizes. Place the clothing in a large laundry bag. Ask each student to remove one article of clothing from the bag, and
 - identify the age of the child the clothing might be worn by (infant, toddler, preschooler).
 - evaluate the garment in terms of safety, care required, ease of putting on and taking off, comfort features, and overall appeal.
3. In groups or individually, research a topic of interest such as crack babies, crisis nurseries, sudden infant death syndrome (SIDS), children with AIDS, laws affecting adoption, special care for newborns with health problems, or assisting children with disabilities. Locate and summarize in writing the following: background information, definitions of key words, latest findings, "expert" opinions, and a current bibliography.

Supplementary Resources

Book

Johnson, L. (1994). *Strengthening family and self*. South Holland, IL: Goodheart-Willcox. (Chapter 11: Parenting Discussions; Chapter 13: The Development of Children; Chapter 14: The Care and Guidance of Children)

Articles

Christopher, M. (1992, January). The little creatures from outerspace. *Choices*, pp. 22-25.

Cronin, M. (1994, October). The hidden meaning of games. *Sesame Street Parents*, pp. 21-22, 24, 26-27.

Karlsrud, K. (1994, February). Well-baby checkup. *Parents*, pp. 90-92, 94-95.

Kutner, L. (1994, February). Can you discipline a toddler? *Parents*, pp. 102-105.

Booklet

Amundson, K. (1989-1990). *Parenting skills: Bringing out the best in your child*. Available from American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209-9988. (708) 528-5840.

Video

What is this thing called self-esteem (I and II). (n.d.). Two videos (21 minutes and 25 minutes). Available from Home Economics Curriculum Center, Texas Tech University, Box 41161, Lubbock, TX 79409-1161. (806) 742-3029. Purchase price: \$79.95.

Software

Beyond the beginning-Early childhood. (1992). Interactive 3-disk package for Apple, 48K, focuses on physical, mental/intellectual, emotional, and social development of children ages 18 months to five years. Uses developmental task charts and investigates various concepts and theories. Available from Opportunities for Learning, 941 Hickory Lane, P.O. Box 8103, Mansfield, OH 44901-8103. (419) 589-1700. Purchase price: \$120.00.

SUPPLEMENT 8

What You Can Do for Your Child

	0-6 months	6 months - 1 Year	1-2 Years	2-3 Years	3-4 Years	4-5 Years
Social	Smile at your baby Talk and sing nicely to your baby Let baby be around people	Smile at your baby Talk and sing nicely to your baby Let baby be around people	Play chase and catch, pat-a-cake, ring around the rosy Give your child little chores	Dress up dolls Help in kitchen or yard	Have a tea party Play games Let child help you in kitchen or yard	Play games Let child help you in kitchen or yard
Emotional	Hold and cuddle baby Quiet baby when he/she cries Hold your baby during feeding Touch and rub your baby gently Don't ignore Give encouragement and lots of praise Be positive Show your love by hugs and kisses and by saying "I love you"	A metal mirror Give encouragement and lots of praise Be positive Show your love by hugs and kisses and by saying "I love you" Don't ignore	Talk about feelings Cuddle child Own dish, cup, spoon Give your child your attention and your patience Give encouragement and lots of praise Show your love by hugs and kisses and by saying "I love you" Don't ignore Be positive	Give encouragement and lots of praise Be positive Show your love by hugs and kisses and by saying "I love you" Don't ignore	Talk about feelings Give encouragement and lots of praise Be positive Show your love by hugs and kisses and by saying "I love you" Don't ignore	Talk with child about day Give encouragement and lots of praise Be positive Show your love by hugs and kisses and by saying "I love you" Don't ignore
Motor/Physical	Give baby things to hold (your finger), reach for (dangling toys), and suck on (pacifier or bottle) Gently exercise legs when changing diapers	Give your baby a teether, gumming toys, a clutch ball, bathtub toys, motion toys, own drinking cup, a large crayon	Wood blocks, big outdoor toys, push and pull toys, slide, throwing ball (Nerf), building blocks, crayons, and paper Put together pots and pans, simple puzzle, stack rings on dowel, ball inside ball Childproof your house	Give your child a toy to ride, finger manipulative toys Put together pots and pans, simple puzzle, stack rings on dowel, ball inside ball Childproof your house Have child make placemat for next meal out of paper bags or cardboard	Give simple chores around house Give toys Put together pots and pans, simple puzzle, stack rings on dowel, ball inside ball Childproof your house	Give simple chores around house Put together pots and pans, simple puzzle, stack rings on dowel, ball inside ball Childproof your house

What You Can Do for Your Child (cont.)

	0-6 months	6 months - 1 Year	1-2 Years	2-3 Years	3-4 Years	4-5 Years
Mental/Intellectual	<p>Provide objects for baby to touch: your face, cuddly toy, smooth bedding</p> <p>To hear: talking, singing, laughing, a clock ticking, a rattle, soft music</p> <p>To see: bright pictures, mobile over crib, your smile, colored fabrics</p> <p>To do: reach and bat nearby objects</p>	<p>Imitate your child</p> <p>Give your baby tin cups, spoons, pot lids, nested plastic cups, cloth books, paper to mark on, a jack-in-the-box</p>	<p>A stacking tower</p> <p>Fitting toys</p> <p>Use diplomacy</p> <p>Picture books</p> <p>Read to child</p> <p>Say rhyming words</p> <p>Name months of year and days of week while child is being or getting dressed</p>	<p>Give shelves for toys, simple puzzles</p> <p>Help in putting things away</p> <p>Read to child</p> <p>Observe clouds and have child identify what cloud shape looks like</p> <p>Check the color of the sky in the morning and before going to bed</p>	<p>Give simple chores around house</p> <p>Give shelves for toys, simple puzzles</p> <p>Help in putting things away</p> <p>Read to child</p> <p>Walk in the rain and talk about why puddles form and where the water goes when the rain stops</p>	<p>Give simple chores around house</p> <p>Give shelves for toys, simple puzzles</p> <p>Help in putting things away</p> <p>Read to child</p> <p>Play letter games while traveling; look for a certain letter such as C on traffic signs, cars, billboards, license plates</p>
Language	<p>Talk and sing to baby</p> <p>Read to your baby</p> <p>Expose baby to voices speaking, clocks ticking, and chimes ringing</p> <p>Smile</p> <p>Make eye contact</p> <p>Good health promises good speech development</p>	<p>Identify things by name</p> <p>Call baby by name</p> <p>Make eye contact</p> <p>Don't talk baby talk</p> <p>Smile</p> <p>Repeat what was said and expand on it</p> <p>Say words slowly and clearly</p>	<p>Use simple, clear speech</p> <p>Talk to child about what you are going to do before you do it, while you're doing it, or after it's all over</p> <p>When using new words, make sure child can see the way you are saying them as well as hear them</p> <p>Listen to what child says and make child feel what is said is important</p> <p>Do not expect or demand perfection</p> <p>Give your child a toy telephone</p>	<p>Talk out loud about what you are hearing, doing, seeing, or feeling when your child is nearby</p> <p>Talk slowly, clearly, and use simple words and short phrases</p> <p>Let child listen to and talk to people on the phone</p> <p>Play "follow the leader" and "ring around the rosy"</p> <p>Read to your child</p> <p>Give child practice in following directions</p> <p>Sing to child</p>	<p>Praise</p> <p>Read stories and ask child questions</p> <p>Demonstrate the meaning of words (e.g., hop, book)</p> <p>Talk about ideas; let child know that they are important</p> <p>Work with rhyming words or words that start with the same sound</p> <p>Don't pressure your child</p> <p>Sing to and with child</p>	<p>Praise</p> <p>Read stories and ask child questions</p> <p>Go on planned trips, neighborhood walks, pointing out road signs, places, and things of interest</p> <p>Talk about ideas; let child know that they are important</p> <p>Encourage child to speak in complete sentences</p> <p>Don't pressure your child</p>

Adapted from Rothenberg, B. A., et al. (1983). *Parentmaking: A practical handbook for teaching parent classes about babies and toddlers*. Menlo Park, CA: Banster Press

Mawhinney, V. T., & Petersen, C. J. (1986). *Child development: Parenting and teaching*. Cincinnati, OH: South-Western.

Creative living (3rd ed.). (1985). Mission Hills, CA: Glencoe/McGraw-Hill.

COMPETENCY FOUR

Identify Procedures and Precautions in Providing a Safe, Healthful, Comfortable Environment for Infants, Toddlers, and Preschoolers.

Student Outcomes

- Demonstrate ways to eliminate hazards and accidents associated with toys, home, and areas outside the home.
- Identify dangerous objects and situations which may need to be childproofed.
- Given a variety of potentially dangerous situations, the student will determine proper courses of action.
- List good health practices adults can model for children in terms of nutrition, rest, cleanliness, exercise, and immunizations.

Definitions

hazards	– a risk or potential danger to health
accidents	– an unpleasant, unexpected happening
childproof	– to eliminate potential hazards in order to avoid accidents
support	– agencies that help parents with financial, educational, and parenting problems and give counseling and advice

Key Ideas

The concept of a caring environment includes good health, safety, and the well-being of the child. This would include safety from fire or disaster, sanitation (eating, toilet, laundry), general safety (indoors and outdoors), disease prevention, toys, food, and clothing.

Toys can cause accidents if not properly made, not proper for children, not suitable for a child's age or maturity, or they are unsafe after wear or breaking.

Children's clothing should feel comfortable and be manageable. Clothes should provide for growth, safety, and self-dressing. Clothes have an effect on self-concept and self-esteem; it is important for children to dress like other children.

Dangers to a helpless baby include drowning, suffocation, and falling. Safety problems multiply with a child's increasing mobility.

Toddlers like to climb, open drawers and doors, take things apart, and play in water. Two-year-old children are very active and energetic. They learn by imitation but do not understand what is dangerous.

Preschoolers often are not content with their own backyard. Children's activities should be checked frequently. The three- to five-year-olds need to learn about safety.

NO child, regardless of family income, should go without immunizations.

Parents who need or want support in providing a safe and healthy environment for their child will find it available in most areas of particular need and in most communities. There are local, state, and federal agencies that can provide assistance. There are also local support groups that provide assistance.

Teacher Strategies/Methods

1. Have suggestions ready to share as to how adults who are busy doing chores or not feeling well can still supervise children.
2. Stress examples of good health practices adults can model for children in terms of nutrition, rest, cleanliness, exercise, and immunizations.

Explain the importance of immunizations for babies and young children and stress that every child needs to be properly immunized. Also, discuss that recommended immunizations and schedules may change and various updates may be needed. A school or public nurse or doctor may be invited to discuss immunizations with students.



3. Prepare materials to duplicate such as a "Take Home Checklist on Poisons," a "Home Safety Checklist," and/or information on safe cribs, for example.
4. Prepare a display of safety devices (e.g., safety caps, adhesive strips for furniture, window locks) and identify how they would be used at home.
5. Create a bulletin board depicting examples of common childhood accidents.
6. Use newspaper or magazine accounts of accidents in which a child was injured or killed and discuss ways the accidents could have been prevented.
7. List symptoms of a young baby who is sick. The following are some typical symptoms:
 - cold, clammy skin
 - pale, red, rash-covered, hot, flushed dry skin
 - sleeps or cries a lot
 - high temperature
 - noisy, difficult, rapid, or very slow breathing
 - coughing or sneezing
 - irritated eyes
 - signs of pain, screaming
 - no appetite
 - vomiting
 - listlessness or restlessness
 - twitching, stiffness (Rothenberg et al., 1983);
8. Have suggestions of equipment and supplies found in a baby's medicine cabinet (e.g., Children's Tylenol, Syrup of Ipecac, and bandages).
9. Provide a display of or discuss harmful drugs or chemicals used in a household and how to store them away from small children. For example, household cleansers should be stored up high or in a locked cabinet.
10. Create, collect, or secure any information (or compile a directory) on parent support services available in your local area. Using the directory, work with students to identify an area of interest and locate resources. Resources could include telephone directories, school guidance counselors, hospitals, medical personnel, police, sheriff, newspapers, friends, relatives, hotlines, social service organizations, local city or county government offices, local libraries, churches, continuing education programs, and parenting groups.
11. Invite a pediatrician or other medical personnel to discuss (1) the types of immunizations the child should receive, (2) when the child should receive them, and (3) the reason for each. Provide students with a copy of Supplement 12. Also discuss immunizations necessary for older children and adults. Provide each student with an immunization record (Supplement 13) to take with them and fill out for family members.

Suggested Student Activities

1. Observe a childcare center and note procedures taken to promote child safety and well-being. **B**
2. Collect and display pictures of food that are appropriate for ages birth to six. List good health practices adults can model for children in terms of nutrition, rest, cleanliness, and exercise.
3. Have a toy display or look at pictures of toys for various age groups. Develop a list of characteristics to evaluate toys. (Include toys appropriate for various ages and tell why.) **Q**
4. Identify common household items used as toys. Categorize as safe or unsafe. Examples could include oatmeal box (safe), plastic measuring cups (safe), and scissors (unsafe).
5. Examine sample children's garments and discuss and evaluate features such as safety, comfort, allowance for growth, quality of construction, care, and self-dressing features. Catalogs showing children's clothing can be used.
Q
6. Brainstorm a list of unsafe toys. Categorize according to their safety hazards such as sharp edges and small parts. Students can also use pictures from catalogs.
7. Have students look around their homes and make a list of hazards found in each room. Tell what they can do to prevent accidents. Use Supplement 9 for examples in the kitchen. Other examples found around the home may be cords, curtains, doors, electrical outlets, waste baskets, garbage, windows, fireplaces, furniture, stairs, tubs, rugs, windows, grass materials, and toilets. **B Q**
8. List common home accidents. Categorize according to causes (e.g., poisons, fires, and falls).
9. Complete a chart with emergency information. (See Supplement 10.) **B**
10. Using Supplement 11, select potentially hazardous situations to react to and determine a proper course of action. **Q**
11. Determine equipment and supplies needed for baby's medicine cabinet. **H**
12. List agencies or resources in the community that can help with food, medicine, counseling, crises, money, employment, education, and child care. **D**
13. Research state laws regarding the use of auto restraints for children.



41

Sample Assessments

Knowledge

1. List three ways (each) to eliminate hazards
 - with toys.
 - in the home.
 - in areas outside the home.
2. List five objects and/or areas that may be hazardous to young children and need to be childproofed. For each object and/or area above, write a proper course of action.
3. Name two (each) good health practices adults can model for children in terms of
 - nutrition.
 - rest.
 - cleanliness.
 - exercise.
 - medical care.

Application

In groups or individually, develop a "Safety Handbook." Include safety hints for fire, disaster, sanitation, general safety indoors and outdoors, disease, food, and clothing. Students should include general information, tips, phone numbers, and agencies/groups that provide assistance. Each handbook should address special needs of infants, toddlers, and preschoolers.

Supplementary Resources

Books

Editors of *Prevention Magazine Health Books*. (1994). *The doctor's book of home remedies for children*. Emmaus, PA: Rodale Press.

Mendler, A. (1990). *Smiling at yourself: Educating young children about stress and self-esteem*. Santa Cruz, CA: Network Publications.

Nathanson, L. (1994). *The portable pediatrician for parents*. New York: Harper Perennial, a Division of HarperCollins Publishers. A month-by-month guide to your child's physical and behavioral development from birth to age five.

Youngs, B. (1991). *How to develop self-esteem in your child: 6 vital ingredients*. New York: Fawcett Columbine.

Articles

Balter, L. (1993, March). Word power: How what you say about your children affects their self-esteem. *Sesame Street Parents*, pp. 18, 20.

Sherman, C. (1994, October). Pointed questions about vaccinations. *Sesame Street Parents*, pp. 29-31.

Booklets

Parent's guide to childhood immunization. (1992 or latest ed.). An overview of childhood diseases that can be prevented by immunization and a schedule of recommended immunizations. Available from Illinois Department of Public Health.

Videos

Baby alive. (n.d.). A 65-minute video giving tips on child safety available from DCFS, Child Welfare Training Institute, 227 S. 7th Street, Springfield, IL 62701. (217) 785-5689. Free loan.

Mirrors. A video addressing ways to boost a child's self-esteem. Available from Modern Talking Picture Service, 500 Park, St. Petersburg, FL 33710.

Handling childhood emergencies with confidence. (1990). A 30-minute video that gives practical techniques and lifesaving advice on medical emergencies that arise with children. Available from Opportunities for Learning, 941 Hickory Lane, P.O. Box 8103, Mansfield, OH 44901-8103. (419) 589-1700. Purchase price: \$89.95.

Video from Filmstrip

Drugs, injuries, and other dangers to little children. (1992). A 15-minute video from filmstrip that details the leading dangers to children from birth to five years and points out key things to watch for during each stage of development. Available from Opportunities for Learning, 941 Hickory Lane, P.O. Box 8103, Mansfield, OH 44901-8103. (419) 589-1700. Purchase price: \$64.95.

Posters

Home hazards. (1994). An 8.5" x 11" poster available from The Trial Lawyers of America, P.O. Box 3744, Washington, DC 20007-0244.

SUPPLEMENT 9

Safety Hazards

DIRECTIONS: The kitchen is the most hazardous room in the house. There are 36 safety hazards in the kitchen pictured here. How many can you identify? Briefly describe each that you find.



Source: Consumer Information Department of Corning Glass Works. Cited in Brisbane, H. E. (1985). *The developing child* (Student Guide) (p. 137). Mission Hills, CA: Glencoe/McGraw-Hill.

SUPPLEMENT 10

Emergency Numbers

DIRECTIONS: Most people have trouble thinking and acting quickly and calmly in an emergency. Having emergency information on hand can save precious minutes.

Fill in the chart below with the appropriate information. Post the chart inside the door of your home medicine cabinet.

EMERGENCY INFORMATION

Home Address: _____

Home Phone Number: _____

Police: _____

Fire Department: _____

Ambulance: _____

Nearest Hospital Emergency Room: _____

Children's Doctor: _____
Name _____ Phone _____

Parent's Doctor: _____
Name _____ Phone _____

Poison Control Center: _____
Location _____ Phone _____

Neighbor, Friend, or Relative To Contact in an Emergency: _____

Name _____ Phone _____

Address _____

Serious Allergies or Conditions of Family Members: _____

Adapted from Brisbane, H. E. (1985). *The developing child* (Student Guide). Mission Hills, CA: Glencoe/McGraw-Hill.

SUPPLEMENT 11

What Should I Do When . . .

Decide what you would do as a parent in the following situations.

1. I realize the place where I live was built before 1940 and may have lead-painted walls.
2. I move into a place with stairs.
3. I smoke and leave matches and cigarettes lying on the tables.
4. My child can open doors and windows.
5. I have a loaded gun in the house.
6. I find my child making a peanut butter sandwich with a steak knife.
7. My child is fascinated with the toilet water.
8. The doorbell rings and I'm giving my child a bath.
9. I do not have a smoke alarm.
10. I find my child putting small objects from the carpet into his/her mouth.
11. My child likes to eat anything, including plants.
12. Several of my electrical cords are frayed.
13. Many of the outlets in my house are exposed.
14. I find myself carrying my child and a hot cup of coffee at the same time.
15. My child is playing under my feet while I am cooking at the range.
16. My child's ball rolls out into the street and my child runs after it.
17. My child climbs on top of cupboards.
18. I want to stay out in the sun and my child is getting sunburned.
19. My mother calls medicine "candy," and I find my child in the medicine cabinet.
20. My child seems to irritate my dog.

Adapted from *Adolescent parent resource guide* (1989). Columbus: Ohio Department of Education.

Recommended Immunization Schedule

The American Academy of Pediatrics recommends that children be immunized and given tuberculin testing according to the immunization schedule below. Vaccine combinations and schedules are improved frequently, however, so that a physician can recommend what is best for you and your child. As each immunization is completed, it should be recorded on Supplement 13 (Immunization Record).

Note: Check with a local physician or health department to update.

Birth or 1-2 months	First Dosage	Hepatitis B Vaccine
1-3 months	Second Dosage	Hepatitis B Vaccine
2 months	First Immunization	Combined Diphtheria-Tetanus-Pertussis (Whooping Cough) Vaccine, also called DTP Trivalent Oral Polio Vaccine Haemophilus Influenza Type B (Hib) or Conjugate Vaccine (Hib Titer) (meningitis)
4 months	Second Immunization	DTP Trivalent Oral Polio Vaccine Hib or Hib Titer*
6 months	Third Immunization	DTP Hib or Hib Titer**
6-18 months	Third Dosage	Hepatitis B Vaccine
12 months	Tuberculosis Skin Test	
15 months	Measles	Measles, Mumps, Rubella (combined in one shot or given singly) also called MMR Hib or Hib Titer
18 months	Booster	DTP Trivalent Oral Polio Vaccine
4- 6 years	Booster	DTP Trivalent Oral Polio Vaccine Tuberculosis Skin Test MMR***
14-16 years	Booster	Combined Tetanus-Diphtheria
Every 10 years thereafter	Booster	Combined Tetanus-Diphtheria

* This dose may not be required, depending on which Hib vaccine is used.

** This dose may be given at twelve months, depending on which Hib vaccine is used.

*** Some doctors may recommend that this dose of MMR vaccine be given at entry to middle or junior high school.

This schedule is current as of August 1992.

SUPPLEMENT 13

Immunization Record

Enter month and year of completed series, boosters, and single immunizations.

	Child 1 date rec'd	Child 2 date rec'd	Child 3 date rec'd	Mother date rec'd	Father date rec'd
Diphtheria-Tetanus-Pertussis					
1st					
2nd					
3rd					
Booster					
Booster					
Trivalent Polio					
1st Dose					
2nd Dose					
3rd Dose					
Booster					
Tuberculosis Skin Test					
1st					
2nd					
3rd					
Measles/Mumps/Rubella					
1st					
Booster					
Haemophilus Influenza					
1st					
2nd					
3rd					
Booster					
Hepatitis Vaccine					
1st					
2nd					
3rd					
Tetanus Immunizations given after an injury					

Adolescent parent resource guide. (1989). Columbus: Ohio Department of Education.

Adult roles and functions curriculum. (1979). Ripley: West Virginia Department of Education, Curriculum Technology Resource Center.

Brisbane, H. E. (1985). *The developing child* (3rd ed.). Mission Hills, CA: Glencoe/McGraw-Hill.

Brisbane, H. E. (1985). *The developing child* (Student Guide). Mission Hills, CA: Glencoe/McGraw-Hill.

Brisbane, H. E. (1994). *The developing child* (6th ed.) New York: Glencoe, MacMillan/McGraw-Hill.

Clark, L. (1988). The cost and values of American children (Teaching module). *Family life and parenting education* Nashville: Tennessee Department of Education.

Creative living (3rd ed.). (1985). Mission Hills, CA: Glencoe/McGraw-Hill.

Decker, C. A. (1988). *Children: The early years* (Student Activity Guide). South Holland, IL: Goodheart-Willcox.

Draper, W. (1984). *The caring parent* (Student Guide). Mission Hills, CA: Glencoe/McGraw-Hill.

Evans, J. L., & Miller, S. H. (1985). *Good beginnings: Parenting for young parents—An adolescent education curriculum*. Ypsilanti, MI: High/Scope Educational Research Foundation.

Illinois vocational home economics curriculum guide. (1982). Urbana-Champaign: University of Illinois at Urbana-Champaign.

Indiana consumer and homemaking education curriculum guide: Human development (Project no. 541-87-4810). (1988, August). Indianapolis: Indiana Commission on Vocational and Technical Education.

Indiana curriculum guide. (1979). Terre Haute: Indiana State Board of Education.

Johnson, L. (1994). *Strengthening family and self*. South Holland, IL: Goodheart-Willcox.

Life planning education: A youth development program. (1985). Washington, DC: The Center for Population Options (CPO). [Additional materials, training, and technical assistance available from CPO, 1025 Vermont Ave., NW, #210, Washington, DC 20005; (202) 347-5700.]

Life skills for single parents: A curriculum guide. (1988). Bismarck: North Dakota State Board for Vocational Education.

Mawhinney, V. T., & Petersen, C. J. (1986). *Child development: Parenting and teaching*. Cincinnati, OH: South-Western.

Myers-Walls, J. A. (n.d.). *Why won't you behave? Discipline strategies with young children*. West Lafayette, IN: Purdue University Cooperative Extension Service.

Parenting three to six (Student manual). (1987). St. Paul, MN: EMC Corporation, Changing Times Education Service.

Parenting training curriculum (Trainer's manual). (1981). Springfield: Illinois Department of Children and Family Services.

Rothenberg, B. A., Hitchcock, S., Harrison, M., Graham, M. (1983). *Parentmaking: A practical handbook for teaching parent classes about babies and toddlers*. Menlo Park, CA: Banster Press.

Ryder, V. (1990). *Parents and their children*. South Holland, IL: Goodheart-Willcox.

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- Ryder, V. (1990). *Parents and their children* (Student Activity Guide). South Holland, IL: Goodheart-Willcox.
- Ryder, V. (1990). *Parents and their children* (Teacher's Resource Guide). South Holland, IL: Goodheart-Willcox.
- Shepherd, L. (1981). *Parent's helper: Ages 1-5*. Palo Alto, CA: VORT Corporation.
- Sitting safely* (Worksheet No. 4). (1988). Gerber Products Co.
- Wehlage, N. (1994). *Goals for living: Managing your resources*. South Holland, IL: Goodheart-Willcox.
- Westlake, H. G. (1981). *Parenting and children*. Lexington, MA: Ginn.
- Westlake, H. G., & Westlake, D. (1990). *Child development and parenting* (Teacher's Ed.). St. Paul, MN: EMC Publishing.

56

Strengthening Parenting Skills – Notes

WORLD-CLASS EDUCATION FOR THE 21ST CENTURY: THE CHALLENGE AND THE VISION

VISION STATEMENT

As we approach the 21st century, there is broad-based agreement that the education we provide for our children will determine America's future role in the community of nations, the character of our society, and the quality of our individual lives. Thus, education has become the most important responsibility of our nation and our state, with an imperative for bold new directions and renewed commitments.

To meet the global challenges this responsibility presents, the State of Illinois will provide the leadership necessary to guarantee access to a system of high-quality public education. This system will develop in all students the knowledge, understanding, skills and attitudes that will enable all residents to lead productive and fulfilling lives in a complex and changing society. All students will be provided appropriate and adequate opportunities to learn to:

- communicate with words, numbers, visual images, symbols and sounds;
- think analytically and creatively, and be able to solve problems to meet personal, social and academic needs;
- develop physical and emotional well-being;
- contribute as citizens in local, state, national and global communities;
- work independently and cooperatively in groups;
- understand and appreciate the diversity of our world and the interdependence of its peoples;
- contribute to the economic well-being of society; and
- continue to learn throughout their lives.

MISSION STATEMENT

The State Board of Education believes that the current educational system is not meeting the needs of the people of Illinois. Substantial change is needed to fulfill this responsibility. The State Board of Education will provide the leadership necessary to begin this process of change by committing to the following goals.

ILLINOIS GOALS

1. Each Illinois public school student will exhibit mastery of the learner outcomes defined in the State Goals for Learning, demonstrate the ability to solve problems and perform tasks requiring higher-order thinking skills, and be prepared to succeed in our diverse society and the global work force.

2. All people of Illinois will be literate, lifelong learners who are knowledgeable about the rights and responsibilities of citizenship and able to contribute to the social and economic well-being of our diverse, global society.

3. All Illinois public school students will be served by an education delivery system which focuses on student outcomes; promotes maximum flexibility for shared decision making at the local level; and has an accountability process which includes rewards, interventions and assistance for schools.

4. All Illinois public school students will have access to schools and classrooms with highly qualified and effective professionals who ensure that students achieve high levels of learning.

5. All Illinois public school students will attend schools which effectively use technology as a resource to support student learning and improve operational efficiency.

6. All Illinois public school students will attend schools which actively develop the support, involvement and commitment of their community by the establishment of partnerships and/or linkages to ensure the success of all students.

7. Every Illinois public school student will attend a school that is supported by an adequate, equitable, stable and predictable system of finance.

8. Each child in Illinois will receive the support services necessary to enter the public school system ready to learn and progress successfully through school. The public school system will serve as a leader in collaborative efforts among private and public agencies so that comprehensive and coordinated health, human and social services reach children and their families.

Developed by citizens of Illinois through a process supported by the Governor, the Illinois State Board of Education and the Illinois Business Roundtable
Adopted as a centerpiece for school improvement efforts.

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53